SPARTANBURG SCHOOL DISTRICT NO. 7

Technology Plan
July 1, 2008 – June 30, 2011

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I verify that all components for <u>Spartanburg School District #7</u> technology plan have been addressed.

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District Profile

Spartanburg County School District No. 7 is one of seven districts serving Spartanburg County in upstate South Carolina. The district serves primarily the city of Spartanburg and contiguous areas and is located on the eastside of Spartanburg. Spartanburg District 7 serves an area of approximately fifty square miles. Historic neighborhoods, churches, and parks surround our schools and residents enjoy many cultural and recreational activities. Spartanburg School District 7 strives to provide the very best education for every student as well as to provide each student with the experiences and environment to make their success a reality. The district is comprised of the following fifteen schools:

1	Multi-purpose Facility	Pre-K 3 -4, Adult Ed, and Alternative Programs
8	Elementary Schools	Grades Pre-K through 6
3	Junior High Schools	Grades 7 through 9
1	High School	Grades 10 through 12
1	Special Education Facility	(supported by Spartanburg Districts 1-7)
1	Career Center	(supported by Spartanburg Districts 1 and 3)

The current enrollment (as of March 2008) for all schools is 7,586. Sixty-five percent of the student population is eligible for free or reduced lunch. Approximately 435 students, or 5.8% of the student population, are identified as English Students of Other Languages (ESOL). The district graduation rate is 65.8% with an annual dropout rate of 3.3%. Currently, the district's e-rate discount is 81 percent.

As part of the district's Strategic/Accountability Plan for 2005-10, assurances of compliance with all applicable Act 135 requirements were approved by the SC State Department of Education. Student achievement goals for each of the four content areas included teacher training and the use of technology to support and enhance instruction.

Executive Summary

This technology plan is a road map to the technologies that will assist students in maximizing their educational experience, supply teachers with assistive and instructional equipment, and provide parents and the community with a vehicle for communication. The plan will focus on the five areas of technology integration: The Learning Environment, Professional Capacity, Instructional Capacity, Community Connections, and Support Capacity. The Learning Environment and Instructional Capacity will address the ways in which students use technology as a tool for achieving state curriculum standards through enhanced problem-solving and critical-thinking skills. The technology skills which the students develop are imperative for success in today's increasingly technological society. Professional Capacity will concentrates on the need for all teachers, administrators, and staff in the district to increase their technology proficiency in order to maximize their effectiveness. School and community partnerships are the focus of the Community Connections section, which addresses opportunities for outside partners to participate in the technology planning process. Supporting actions include making relevant information available electronically and providing access to technology resources. Support Capacity (cabling, switches, electronics, hardware, infrastructure, and software) will be expanded, updated, and optimized across the district's school and offices. Plans include continued technical support and more aggressive strategies to ensure the security of essential data and electronic resources.

Major initiatives and proposals described herein are the following:

- E-Chalk: A dynamic, online portal that enables district staff and teachers to contribute and manage web content. The system is comprehensive and easy to use, even for those with little-to-no technical expertise. The system also includes a data storage and retrieval system.

- School Connects: An automated communication system which allows communication among parents, students, teachers and administrators via telephone and email.

- Multi-media classroom systems: An integrated hardware and software presentation package that provides enhanced, interactive instruction.

- Classroom telephony: A method to provide convenient access to basic telecommunication services for classroom teachers.

- Integrade Pro: An electronic grading system, through which all district teachers are able to record student grades, print progress reports, and update student records directly into the student administrative system.

- Benchmark Assessment Scoring and Reporting System: A benchmark assessment and reporting system will be researched and considered for adoption. The application 'ViaTest' is currently being piloted at Cleveland Elementary.

- Enhanced and upgraded network systems: From the desktop to the edge of the network, all network components have been or are being upgraded to the most current levels.

- Follett's Destiny: The centralized, web-based media center management system allows district users access to every school's media collections. The textbook management component allows designated users management of each school's textbook collection.

- Business education labs: Business Education labs will be installed or expanded at Whitlock Junior High, Carver Junior High, and McCracken Junior High for computer competency instruction to fulfill state proficiency requirements for eight grade students.

- Mobile laptop labs: The deployment of mobile labs will extend the use of technology to more locations within the schools.

- Wireless network access: Wireless networking access will be added as needed throughout district schools and locations to support portable devices such as laptop computers and hand-help PDAs.

- Web-based Curriculum: Digital, web-based systems are being researched for possible adoption to deliver core curriculum content, AP courses, alternative school programs, credit recovery, remediation, and intervention and prevention programs.

- Local ETV video-streaming storage and access: In conjunction with SC-ETV, a new method of distribution will be deployed to improve the delivery of ETV multimedia content to the classroom in digital format.

- E-Training: A comprehensive district technology training program (eTraining) has been proposed that will provide systematic technology training for all users. Technology training will be readily accessible and convenient through an online Learning Management System that will track and record all training activity. This program includes an 'eSafety' component to address safe and appropriate use of internet resources. A component for certified instructional staff that will be fulfilled through the State Department of Education's eProficiency program.

- TV broadcast studio: An upgrade of equipment in the present television studio at SHS will provide the necessary production resources needed for a projected major in broadcast journalism.

- A permanent District Needs Assessment system is needed to regularly collect and compile input from district personal regarding technology needs, usage, and training.

District Beliefs and Vision

District Beliefs

Spartanburg County School District 7 believes that:

1. All students should be given educational opportunities that maximize their learning potential.
2. Family and community involvement are indispensable factors in increased student performance.
3. A safe and supportive school environment is essential for learning.
4. Continuous professional development is essential for teacher performance and student progress as a community of learners.
5. The curriculum must include standards and challenges that require higher thinking skills.
6. Education for all students should be dynamic, embracing technology and delivering success at all levels.
7. Student success has its foundation in regular school attendance.

District Mission

Spartanburg Country School District 7, in collaboration with parents and the community, will ensure a maximum educational experience for all students so that they will learn to think and apply the knowledge and skills necessary to become successful, productive citizens.

District Vision

We envision a district in which:

1. Each student and staff member feels valued, safe, and respected.
2. Educational opportunities are designed for students and staff to maximize learning.
3. Student achievement is dependent upon a coalition of school, home, and community.
4. A safe, orderly, and secure learning environment exists.
5. Facilities and resources support and enhance all educational programs.
6. Students and staff have continuous development as a community of learners.
7. The curriculum includes the knowledge and skills for student success at all levels.

District Technology Vision

The Spartanburg School District 7 Technology Vision is to create a technologically rich environment that will allow students, staff, parents, and community to access educational information and resources.

District Needs Assessment

A variety of both formal and informal surveys were used to determine operational and instructional technology needs. The following needs were used to develop the 2008-2011 Spartanburg School District 7 Technology Plan.

Instructional

- While the use of instructional technology varies by school, the most common principal requests were for interactive boards, ceiling-mounted projection devices and a sound projection system in every classroom. As school principals were made aware of the electronic polling systems and visual presenters, each requested that these be part of the implementation plan. Voice enhancement, though not requested by principals, is part of the Technology Plan. Use of this equipment will be evaluated for its effectiveness in improving student achievement for at-risk students.

- An electronic benchmarking system to report student progress in meeting the SC curriculum standards is being investigated. Reports would be used for instructional planning to determine strategies to improve student success on PACT, HSAP, and EOC tests.

- The current curriculum software utilized in the elementary school labs needs to be upgraded. The software has become outdated and has problems running in the present environment. Web-based systems as well as server based systems need to be evaluated to determine the best fit to support the curriculum.

- A standardized electronic grading system for reporting grades and progress of students is currently in place. The system needs to be integrated into an online communication system between parents and teachers.

- A system for promoting online communication between students and teachers, students and students, and teachers and parents is needed. Student email accounts that allow data storage in individual or shared folders, online posting of class assignments and delivery from points outside the classroom, and parent access to the teacher and to pertinent student information are priorities.

- School and district administrators expect that all technologies will be supported by initial and continued training as needed. Training of instructional staff on ways to utilize technology within the curriculum should be a budget priority. The purposed eTraining plan will accomplish this goal at minimal cost through the use of Open source applications and technologies.

- The instructional role of the media specialist will increase as the district provides more technologies to be used for enhancing instructional delivery.   In addition, the technology assistants will manage the maintenance of equipment and will troubleshoot as the need arises.

    - *Elementary technology assistant* - It is recommended that, for elementary schools with an enrollment less than 600, one full-time media/technology assistant would assist the media specialists by supporting the maintenance of equipment as well as facilitating the library program.   Those elementary schools with an enrollment over 600 would employ one technology assistant with an additional .5 day technology assistant. It is recommended that the .5 day media assistant would be employed for the morning.

    - *Secondary* - Two full-time technology assistants would be employed for the secondary schools.

- Television replacement is under consideration and was not included in this plan though this equipment is purchased by the district. As digital technology improves, an assessment will be made to determine the best course of action, replacement or phase-out.

- The present television studio, located at Spartanburg High School, needs to be equipped with the technologies required for a high school major in broadcast journalism.

Operational

- The addition of a technology assistant at each location has made it possible to provide an enhanced level of service and support. A full-time network engineer is needed to maintain a state-of-the-art network infrastructure and to keep the district on the leading edge.

- The computer upgrade program should continue on a rotational basis. The current placement of desktop PC's need to be reviewed as it does not meet the needs of the present faculty at all locations. Principals have requested that a relocation plan for computers should be considered.

- The printer replacement program should continue. While many printers are replaced with school funds, volume purchases by the district allow for more reasonable prices.

- Training in the use and support of operational technology should be a budget priority. A plan for initial and continued training should be developed and funds designated to accomplish this purpose. The purposed eTraining system will provide the platform for delivering initial and continued training for this purpose at low cost.

- Expansion of the Multimedia classrooms should continue until all classrooms have been addressed. This will require additional power and cabling to accommodate the video and audio components in a number of locations.

- The current network infrastructure will not sufficiently support wireless technologies. Wireless access in all instructional and administrative spaces should be incorporated in the network designs for all sites. Once this wireless infrastructure is in place, laptop computer labs should be introduced to provide more flexibility for instructional technology use.

- An NAS (Network Attached Storage) solution is needed to warehouse district, school, and grade level content and data.

Overview of Current Technology

Current Technology Inventory

The following inventory includes both district purchased and school purchased equipment.

Desktop Computer	Interactive Board	LCD Projector	Printer	Personal Response System	Laptop Computer	Document Camera	Interactive Pads
4093	82	176	1450	26	210	30	51

Current Technology Support Strategies

The following support strategies are currently being used in SCSD7.

- The district uses a web-based ticket system called TroubleTrakker as its primary support activity. Each site has designated personnel who report technology and network support needs on the web-based system. The TroubleTrakker system is a data base system that automatically alerts technicians and customers of each ticket's status.

- The district network staff consists of four full-time technicians and one full-time director and one full-time coordinator to support school administrative software. High level engineering support is contracted for large projects and specialized services and assistance.

- All network staff are equipped with wireless phones that provide instant notification of TroubleTrakker ticket submissions and updates.

- Each school has an onsite level-one support school technology assistant to support the technologies within that school. The assistants have access to the mobile numbers of the district technicians as well as the director.

- Each school principal and media specialist has the mobile phone number of the district level technician as well as the technology director for after-hour assistance.

Technology Dimensions

Technology Dimension 1
Learners and Their Environment

SDE Goal 1: The SDE, the school districts, and the schools will use research-proven strategies to provide home, school, and community environments conducive to our students achieving technology literacy by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

District Goal 1: Spartanburg County School District 7 (SCSD7) will use research-proven strategies to promote home, school, and community environments conducive to our students achieving technology literacy by the end of the eighth grade and to raise the overall level of academic achievement in SCSD7.

Current Implementation:
SCSD7 adopted SDE K-12 Performance Standards for Student Information Literacy and Technology Education. Specific business electives or a keyboarding course are available beginning in the eighth grade and are required for graduation.

Objective 1.1: In order to increase their level of academic achievement, students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with the state standards across the curriculum.			
Strategy/Action	**Implementation Plan**	**Funding**	**Evaluation**
A. Conduct student projects that will yield sustained, engaged learning and collaboration in the core content areas.	A. Schools use of district curriculum units in conjunction with the SDE K-12 Performance Matrix for Student Information Literacy and Technology Education.		A. Long range plans
B. Have students present their collaborative projects to identified audiences.	B. Students present projects to school, local community, and online as appropriate.		B. Student displays of projects

Strategy/Action	Implementation Plan	Funding	Evaluation
C. Provide appropriate accommodations for students with special needs when conducting tests, including standardized tests, using technology.	C. Students are identified according to need prior to test administration and appropriate accommodations are made.		C. Documentation of compliance with state requirements

Objective 1.2: Students will engage in authentic learning activities that are aligned with state standards and that integrate technology into the core content.

Strategy/Action	Implementation Plan	Funding	Evaluation
A. Measure student technology proficiency by using performance-based assessments and courses.	A. School use of district curriculum units in conjunction with the SDE K-12 Performance Standards		A. Long-range plans; percentage of students completing required courses
B. Adopt grade-level appropriate technology standards and integrate them into the curriculum to prepare students to function in an information-rich global society.	B. School use of district curriculum units in conjunction with the SDE K-12 Performance Matrix		B. Long-range plans

Objective 1.3: Students will select appropriate tools to complete authentic multidisciplinary tasks and demonstrate technology competence.

Strategy/Action	Implementation Plan	Funding	Evaluation
A. Create and use curriculum activities in which students employ a variety of technology tools, including assistive technology, to complete authentic multidisciplinary tasks.	A. Curriculum units have been provided and use is monitored by the school instructional leadership team through grade-level meetings and lesson plans.	A. Possible stipends for curriculum unit developers	A. Teacher evaluation; long-range plans

Strategy/Action	Implementation Plan	Funding	Evaluation
B. Measure student technology proficiency by performance based assessments.	B. Develop rubrics for performance based assessments as part of secondary curriculum mapping and elementary curriculum unit revisions. See Benchmarks for timeline of implementation	B. Possible stipends for curriculum unit developers	B. Teacher-made tests, fulfillment of course requirements

Objective 1.4: The SDE, the school districts, and the schools will provide students with an enhanced learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.

Strategy/Action	Implementation Plan	Funding	Evaluation
A. Establish school, home, and community partnerships to enhance communication and promote student achievement.	A. Provide access, at key community locations, to learning tools for students and families in order to provide a rich academic environment beyond the school walls.	A. Hardware and/or Software	A. User statistics

Technology Dimension 2
Professional Capacity

SDE Goal 2: The State Department of Education, the school district, and the schools will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

District Goal 2: SCSD7 will provide curriculum development and professional development to increase the proficiency of district educators in integrating technology into instruction and in using technology to report student progress.

Current Implementation:
At this time, SCSD7 is using teacher requests to implement courses for graduate credit/recertification through local colleges and universities. Our goal is to ensure that all continuing contract teachers are proficient in the use of technology. The district offers technology workshops for recertification points that allow teachers to improve their skill in the use of district-purchased resources. The media specialist and other site-based leaders continue to promote the inclusion of technology in instructional planning and delivery. Technology assistants provide technical support for hardware and software at the school level.

Objective 2.1: SCSD7 will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.			
Strategy/Action	**Implementation Plan**	**Funding**	**Evaluation**
A. Adopt a process that requires teachers to demonstrate ongoing proficiency in integrating instructional technology standards.	A1. Establish minimum levels of teacher technology proficiency and provide graduate /recertification credit courses based on educators' needs	A1. Stipends for instructors, Course tuition and fees	A1. Evaluate minimum levels of teacher technology proficiency with an appropriate instrument of assessment as defined by the SDE.

Strategy/Action	Implementation Plan	Funding	Evaluation
	A2. Provide technology integration workshops	A2. Stipends for instructors	A2. Incorporate instructional technology assessment into current teacher evaluation processes
B. Plan for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.	B1. Form a network of training professionals to develop and/or deliver instruction necessary to prepare teachers for the effective use of technology.	B1. Possible stipends for instructors and developers	B1. Administer a periodic, district-wide needs assessment to teachers and administrators to determine types of professional development that should be offered.
	B2. Provide a list of professional development opportunities on the district website and provide an online professional development tracking system of teachers and administrators.		B2. Statistics provided by an online professional development tracking system of teachers and administrators.
C. Provide schools with information in technology integration so that teachers can use research-based methods, activities, and materials throughout the curriculum	C. Provide professional development resources focused on aligning state technology standards with state content standards.	C. Possible stipends for instructors	C. Lesson plans

Objective 2.2: SCSD7 will provide multidimensional technology leadership to ensure that technology is integrated into the curriculum to make a significant instructional impact on student achievement.

Strategy/Action	Implementation Plan	Funding	Evaluation
A. Provide technology assistants to support educators in integrating technology into classroom delivery and presentation at every school. Media specialists will assist with curriculum integration.	A. Provide technical and software training as needed.		A. Lesson Plans

Technology Dimension 3
Instructional Capacity

SDE Goal 3: The SDE, the school districts, and the schools will use current and emerging technology to create learner centered instructional environments that enhance academic achievement.

District Goal 3: SCSD7 will use current and emerging technology to create learner centered instructional environments that enhance academic achievement

Current Implementation:
SCSD7 currently has instructional technology tasks provided through curriculum specialists, instructional specialists, and media specialists. These employees assist teachers in use of hardware, software, and in technology integration. Instructional training is provided at no cost to certified staff through graduate level courses, workshops, and individual assistance as needed. All computers in the district are equipped with the Microsoft Office an Internet Explorer.   Integrade Pro, an electronic grade book program**,** is available to teachers across the district. Each school has access to the district's textbook and library management software. The implementation of classroom multi-media systems is progressing throughout the district.   A district and school website hosting, publishing, and management service is available and utilized by all schools.

Objective 3.1: SCSD7 will provide teachers with technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.

Strategy/Action	Implementation Plan	Funding	Evaluation
A. Provide teacher access to knowledgeable personnel.	A. Increased training of curriculum specialists, instructional specialists, and media specialists.	A. Train the trainer sessions must be funded	A. Employee feedback
B. Provide teachers with access to productivity tools.	B. MS Office and Integrade Pro are provided for all certified staff. Testview is provided for certified staff that need access to student test scores.	B. Integrade Pro funded by SDE	B. Technology Counts Survey

Strategy/Action	Implementation Plan	Funding	Evaluation
C. Provide teachers with online services and media-based instructional materials.	C. Internet access is available on all computers for SC DISCUS, online media catalogs, and other online instructional materials.	C. SC DISCUS provided by SC State Library, SC legislature, and SDE	C. SLMS Annual Survey

Objective 3.2: SCSD7 will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.

Strategy/Action	Implementation Plan	Funding	Evaluation
A. Provide students with anywhere, anytime access to media-based instructional materials, allowing them to select appropriate tools that will enrich and extend their learning.	A. Continue the use of Destiny as well as Internet for access to in-house and online resources.	A. Software licenses	A. SLMS Annual Survey

Objective 3.3: SCSD7 will provide and support a variety of multimedia equipment and software to enhance student achievement.

Strategy/Action	Implementation Plan	Funding	Evaluation
A. Communicate, via the district technology plan, a vision for multimedia infrastructure designed to support instruction.	A1. Periodic update of the technology plan, Instructional Technology Blog		A. Surveys

Strategy/Action	Implementation Plan	Funding	Evaluation
B. Establish a system for identifying, specifying, prioritizing, and managing software and hardware to support curricular and professional development objectives.	B1. Establish a software evaluation process to review and recommend appropriate materials.		B1. Surveys
	B2. Ongoing recommendations for multimedia equipment		B2. Surveys

Technology Dimension 4
Community Connections

SDE Goal 4: The SDE, the school districts, and the schools will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

District Goal 4: SCSD7 will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships

Current Implementation:
The district has established partnerships with local organizations, businesses, and colleges. Community involvement in the District Library Media Advisory Committee has been established.

Objective 4.1: SCSD7 will support student transition, achievement, and outcomes by providing tools, resources, training, technology partnerships, and community collaborations (the term community includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education).			
Strategy/Action	**Implementation Plan**	**Funding Considerations**	**Evaluation**
A. Establish district-community partnerships that provide students with technology and its use for school and life applications	A. Continue the technology partnerships and create a regular schedule for meetings and continued involvement in the District Library/Media Committee		A. Survey or other evaluation tool
B. Research and establish guidelines for evaluating district-community technology projects.	B. Periodic review of current technology projects		B. Survey or other evaluation tool
C. Develop a community-based train-the-trainer model for technologies used to support student learning.			C. Survey or other evaluation tool

Strategy/Action	Implementation Plan	Funding	Evaluation
D. Explore community-collaborative grants that increase the use of technology to enhance student learning.	D. Collaborate with community partners in finding and applying for grants	D. Grant funding	D. Completion of grant assessment piece required by grant lenders.
E. Ensure online access to DISCUS, the public library, and other institutions to facilitate communication among home, school, and community.			E. Ongoing assessment

4.2 SCSD7 will fully utilize all available resources to collaborate and cooperate among state-supported organizations, institutions, and initiatives.			
Strategy/Action	**Implementation Plan**	**Funding**	**Evaluation**
A. Identify and collaborate with organizations, institutions, and initiatives that provide instructional technologies and/or applications	A. Contact and explore local organizations to determine resources that are available		A. Documented evidence

4.3 SCSD7 will provide after-hours training and community access to labs, media centers, and classrooms.

Strategy/Action	Implementation Plan	Funding	Evaluation
A. Create and publish schedules of after-hour technology access and training opportunities for students, parents, and community members.			A. Documented evidence

4.4 SCSD7 will be involved in the legislative process for funding for K-12 Instructional Technology

Strategy/Action	Implementation Plan	Funding	Evaluation
A. Inform the district and community concerning legislative decisions impacting preK-12 technology.	A. Provide information to district and community concerning legislative decisions impacting preK-12 technology.		A. Surveys

Technology Dimension 5
Support Capacity

SDE Goal 5: The SDE, the school districts, and the schools will expand and support technology resources to assist educators and learners in meeting the state academic standards.

District Goal 5: SCSD7 will expand and support technology resources to assist educators and learners in meeting the state academic standards.

Current Implementation:
All district WAN links have been converted to metro-Ethernet. WAN/LAN infrastructure has been converted to 1000Mb and 100Mb switch technology. On an annual basis over the last 4 years, outdated hardware has been replaced and additional hardware added so that each classroom is equipped with a minimum configuration of hardware. The network operating system, the desktop operating system, and firewall and security systems, are being upgraded to most recent versions. A network management system has been deployed. All network switches have been upgraded with latest firmware. An automated software update and patch system is being deployed. A disk-to-disk-to-tape WAN backup system has been deployed to replace the existing tape-based backup systems.

5.1 Ensure that all students and teachers have access to electronic information resources.			
Strategy/Action	**Implementation Plan**	**Funding**	**Evaluation**
A. Maintain an up-to-date inventory of the current technology status at each location to include network access, devices available, software applications, and other resources.	A. Perform on-site inventory of networking equipment.	A. Technology budget	A. Survey
B. Conduct needs assessment to identify required components, workstations, and other devices needed for network access including assistive technology devices.	B. Ongoing inventory and equipment evaluations will take place.		B. Assessment data

Strategy/Action	Implementation Plan	Funding	Evaluation
C. Seek funding from available local, state, and federal sources.	C1. Pursue funding options to include E-rate, grants, and local funding and work with Special Program Coordinators to secure available funds.		C. Documentation of funding

5.2 SCSD7 will continue to refresh the existing hardware to enable access for all students and teachers to technology resources.

Strategy/Action	Implementation Plan	Funding	Evaluation
A. Maintain an up-to-date inventory of the current hardware.	A1. Maintain onsite inventory of all existing network resources.		A. Fixed asset count
	A2. Perform and Maintain inventory of all school-based hardware.		
	A3. Compile and maintain District-wide technology inventory.		
B. Review the technology inventory and replace out-of-date hardware as necessary.	B. Continue to determine out-of-date hardware and schedule replacements as needed.		B. Fixed asset inventories
C. Secure funding as needed for technology resources.	C. Utilize E-rate funds, grants, local monies, and other sources to replace outdated equipment in a timely manner.		

5.3 SCSD7 will provide each school with access to a secure, integrated network with sufficient bandwidth to support communications, data collection and distribution, distance learning, and access to external resources.

Strategy/Action	Implementation Plan	Funding	Evaluation
A. Ensure the installation, maintenance, and support of network technology that is state-of–the–art.	A1. Upgrade and replace network technology as necessary.	A1. General fund, E2T2, Capital funds	A. Ongoing assessment of reliable use
	A2. Provide adequate manpower to maintain the existing network infrastructure.		
B. Ensure that security measures are in place to monitor and control unauthorized access to the network.	B. Ensure that firewall and virus security software is maintained to the most up-to-date version and is consistent throughout the district.		B. Ongoing assessment
C. Ensure that appropriate measures are in place to control inappropriate use of technology.	C1. Monitor student use of technology to ensure its appropriateness.		C. Ongoing assessment
	C2. Implement District-wide policy for the acceptable use of technology.		

5.4 Provide qualified technical staff. SC DOE suggests the following: One Network engineer per WAN, One network technician per LAN, and one end-user support technician per every five hundred users.

Strategy/Action	Implementation Plan	Funding	Evaluation
A. Maintain minimum staffing requirements and job descriptions.	A. Strive to move in the direction of the State DOE minimum suggestions.		A. State guidelines
B. Maintain and expand the position at the site level of Technology Assistant that supports the end-users.	B. Continue the training and support for the School technical Assistants, the initial contact for training and support at the school level.		B. Position staffed

5.5 Design and implement a disaster recovery plan.

Strategy/Action	Implementation Plan	Funding	Evaluation
A. Develop a written plan to specify hardware replacements in the case of system failure.	A. Develop a format plan to be used in the case of hardware failure at the network level.		A. Plan implementation
B. Develop a plan for software and data retrieval in the case of hardware failure.	B. Evaluate and adjust the current backup system within the district.		B. Plan evaluation
C. Ensure that the electrical infrastructure within each building is adequate to maintain the current hardware and able to accommodate future technology.	C. Monitor power usage to ensure adequate levels are available.		C. Plan implementation

CUMULATIVE TARGETS AND BENCHMARKS

2008-09

Learners and their environment
- Introduce the use of student portfolios for demonstration of curricular and technology proficiency.
- Continue keyboarding for seventh grade students in preparation for the eighth grade proficiency.
- Reevaluate an electronic assessment system to be used by teachers to monitor individual student progress in meeting state standards.
- Monitor, evaluate, and update school-to-home communication system for informing parents and the community of relevant information.
- Implement the web-based student email and data storage system.
- Evaluate curriculum software solutions and upgrades for the elementary labs

Professional capacity
- Continue offering courses teach the integration of technology into the delivery of instruction; 90%of all teachers should meet Teacher Technology Proficiency requirements.
- Continue training for school technology assistants.
- Introductory website setup and training will continue for new faculty and staff.
- Implement a comprehensive professional development training plan for technology.
- Implement Administrator Proficiency Training.

Instructional capacity
- Evaluate and update training and support of classroom multi-media systems.
- Monitor, evaluate, and update school-to- community communication.
- Evaluate the needs and options for lesson plan databases for all grade levels.
- Design and implement a procedure for submitting software and hardware requests

Community connections
- Continue to develop and collaborate with partnerships and organizations.
- Review website for ease of use and presentation.

Support capacity
- Introduce wireless network access and classroom telephony systems where possible.
- Continue deployment of classroom computers as needed.
- Replace printers as needed.
- Continue classroom multi-media systems implementation schedule.

2009-2010

Learners and their environment
- Monitor, evaluate, and update the use of student portfolios for demonstration of curricular and technology proficiency.
- Continue to expand school-to-home communications
- Implement an electronic assessment system

Professional capacity
- Monitor, evaluate, and update courses that integrate technology into the delivery of instruction; 100%of all teachers should meet Teacher Technology Proficiency requirements.
- Monitor, evaluate, and update training for media/technology assistants.
- Evaluate professional development training schedule for district initiatives and programs.

Instructional capacity
- Continue adding to and evaluating lesson plan databases available to the grade levels.
- Continue implementation and training and support of classroom multi-media systems
- Continue school-to-community communication.

Community connections
- Continue to develop and collaborate with partnerships and organizations.
- Review district website policies and procedures for quality and effectiveness.

Support capacity
- Continue implementation of wireless network access and begin classroom telephony.
- Evaluate deployment of computers as needed (laptop and pc).
- Replace printers as needed.
- Continue classroom multi-media systems implementation schedule.

2010-2011

Learners and their environment
- Update the use of student portfolios for demonstration of curricular and technology proficiency.
- Evaluate the electronic assessment system and adjust as needed.
- Evaluate the school-to-home communication system.

Professional capacity
- Update course offerings to integrate technology into the delivery of instruction; 100% of all teachers should meet Teacher Technology Proficiency requirements.
- Update professional development training plan for district initiatives and programs.

Instructional capacity
- Update and evaluate lesson plan databases.
- Monitor the status of multimedia storage.
- Monitor, evaluate, and update training and support of classroom multi-media systems.

Community connections
- Continue to develop and collaborate with partnerships and organizations.

Support capacity
- Continue implementation of wireless network and classroom telephony.
- Continue deployment of computers as needed (laptop or pc).
- Replace printers as needed.
- Continue classroom multi-media systems implementation schedule.

Note: These targets and benchmarks will be monitored and adjusted periodically.

Acknowledgements

District Technology Committee

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Ernest Dupree	Deputy Superintendent of Instruction
Maralyce Eubanks*	Coordinator of Accountability
Keith Godfrey	Teacher
Rick Griffin	Teacher
John Kvasnicka	Coordinator of Fine Arts
Zachary Maddox	Teacher
Eric Mathison	Assistant Principal
Julie McCraw	Teacher
Jerry Paul	Technician
Cheryl Robinette	DELC
Glenn Stiegman	Assistant Superintendent for Business Services
Tony Thompson	Coordinator of Instructional Technology
Sam Wideman	Teacher
Karen Yarborough	Director of Technology

*Committee chairperson

Additional Sources

Greenville County Schools, Technology Staff, School Instructional Coach
Richland One Schools, Technology Staff
Polk Middle School, Teacher
Spartanburg County School District 2, Technology Staff
Spartanburg County School District 3, Technology Staff
Spartanburg County School District 6, Technology Staff
USC Upstate, Technology Staff and Professors
Various Businesses

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Appendices

Appendix 1: No Child left Behind Action Plan

1. **A description of how your district will use federal funds including Enhancing Education through Technology (E2T2) competitive and/or formula funds to improve the academic achievement, including the technology literacy, of all students attending the schools served and to improve the capacity of all teachers teaching in these schools to integrate technology effectively into curricula and instruction.**

   E2T2 monies and other federal funds will be used to improve the organizational and instructional capacity of teachers so that the available technologies can be used to enhance the curriculum and instructional offerings. Training programs to encourage the integration of technology within the curriculum to enhance classroom instruction will be funded in part through these monies. The available funds will also be used to expand the deployment of multi-media classroom technologies so that students will be able to actively participate in the learning environment. This participation will foster a higher level of technological competency.

2. **A description of your school district's specific goals for using advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards. This explanation should include a description of the curriculum and teaching strategies that integrate technology effectively into curricula and instruction, based on an intensive review of relevant research.**

   Spartanburg County School District 7 has distilled Power Standards from the SC curriculum standards in order to ensure that every student shares a common knowledge base that provides a foundation for increased academic achievement. In addition, district media specialists are responsible for implementing the K-12 Performance Matrix for Student Information Literacy and Technology Education written by the SC State Department of Education. The K-12 Matrix includes research skills, information literacy, and technology. It incorporates the Big6 research model, Information Literacy Standards for Student Learning developed by the American Association of School Librarians, and the National Educational Technology Standards for Students developed by the International Society for Technology in Education (ISTE-NETS).

   District 7 classroom teachers, instructional specialists, media specialists, and coaches work continually to effectively integrate technology into curriculum units and daily instruction. Teachers, media specialists, and instructional specialists engage in collaborative lesson planning. Instructional specialists and coaches model small-group and whole-class lessons involving technology. Collaborative units are designed to include research skills taught by the media specialist, curriculum content taught by the teacher, and technology taught by the media specialist, instructional specialist, and coach. In addition, the district has added the position of technology

assistant to each school. This person is responsible for hardware and software troubleshooting and for point-of-need help with various types of technology.

3. **A description of the steps your district will take to ensure that all students and teachers in schools served by the local education agency have increased access to educational technology.**

   - Students will be provided with web-based email and data storage accounts.
   - Wireless computer labs will be deployed to provide greater access to information.
   - Follett Destiny provides improved access to district-wide materials and resources.
   - WAN link upgrades in bandwidth will provide improved access to web-based technologies.
   - The upgraded SC-ETV delivery system will improve the delivery of educational video content to the classroom.
   - A structured needs assessment system will provide feedback to establish priorities for purchase decisions and to identify possible deficiencies.

4. **A description of how your district will use the E2T2 competitive and/or formula funds (including the combining of these funds with monies from other federal, state, and/or local sources) to help ensure that students in high-poverty and high-needs schools have access to technology and to ensure that teachers are prepared to integrate technology effectively into curricula and instruction.**

   Competitive and other formula funds will be used in the following ways to promote teacher and students use of technology that can increase academic knowledge through the use of hardware and software programs.

   - In cooperation with local organizations, USC-Upstate, and business partners, students and parents will have access to computers and the Internet at the public libraries and throughout the Spartanburg housing projects.

   - Teachers and media specialists will provide training in the use of DISCUS, an online research site. Three additional research sites are accessible for high school students at school or home.

   - A web-based portfolio system will allow students to access data at home or at school.

5. **A description of how your district will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local education agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities**

that will be partners with the local education agency involved in providing the ongoing sustained professional development.

Ongoing professional development for school faculty and staff is offered through a variety of activities.

- Local colleges – Through agreements between SCSD7 and local High-ed institutions, technology courses are available to all certified teachers without cost and, when possible, to any staff member in the district based on needs assessments and/or teacher requests. The design of each course includes the incorporation of various technologies within a curriculum unit.

- Train-the-Trainer Models – A train-the-trainer model has been instituted for initial instruction and continued support of several hardware and software applications that support student learning. District personnel will be trained in the set-up and management of school websites.

- Site-based technology training and support – Designated personnel will be responsible for training new teachers to the district as well as providing additional support for all faculties.

- eTraining – A comprehensive training program will provide technology training for all users. Online offerings, as well as classroom instruction, will be make professional development easily available. One component of the program will address safe and appropriate use of online resources. The State Department of Education's eProficiency program will also be utilized.

- In-house support training – technology assistants will be given in-house training on district hardware, software, and applications as needed to perform the duties required.

6. **A description of the type and costs of technologies to be acquired for your technology program through the use of E2T2 competitive and/or formula funds, including supporting sources such as services, software, and digital curricula. Your explanation should include specific provisions for interoperability among the components of the technologies.**

Equipment, software, and other applications purchased through E2T2 monies and other formula funds will be approved for use with the infrastructure prior to the purchase. Hardware standards are maintained so that the overall infrastructure will support those standards. Software will be reviewed for compatibility with existing technologies and for support of the curriculum.

7. **A description of how your district will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction to support standards-based learning and provide a timeline for such integration.**

SCSD7 uses a variety of technologies and procedures to support instruction:

Instructional staff and media specialists collaborate with classroom teachers to design lesson plans that integrate technology use into instruction.

The Media Center Protocol directs media specialists to teach information literacy and technology standards specified in the K-12 Performance Matrix developed by the SDE.

School technical assistants provide in-house technical support and are available to support teachers using technology in the classroom.

2008-2009: Employ the Media Center Protocol; continue training of technology assistants.

2007-2010: Implement the Media Center Protocol.

8. **A description of how your district will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.**

The Instructional Television Coordinator for all seven districts in Spartanburg County operates from Spartanburg High School. The Coordinator facilitates ETV's Distance Education Learning Center (DELC) for the county and encourages all schools to participate. Although the delivery method for ETV content will change in the near future, the following resources will continue to be available to the district:

- A minimum of four TV channels simultaneously with educational resources that can support each secondary school's instructional needs.

- An inventory of quality educational programs provided by the State Department of Education's Instructional TV Department and the South Carolina ETV Network, a PBS and Annenberg affiliate.

- Professional development courses available to view on TV and/or for online participation. PBS Teacherline and ITV have many recertification courses for teachers and most are online. Annenberg has courses available for teachers to watch on TV for credit through Colorado State University.

- ETV's StreamlineSC a standards-based video-on-demand service utilizing Discovery Education's Unitedstreaming™. The video library content has more than 40,000 video clips, including professional development videos. Videos are correlated with South Carolina's state K-12 curriculum standards. In addition to video, schools have access to over 16,000 high-resolution

images, an interactive quiz center, pre-produced classroom activities, lesson plans, and teachers' guides.

From the SHS site, programming in all curricular areas (K-12) and professional development for teachers, administrators and school staffs is available.

9. **A description of how your district will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education. Explain how these strategies will allow parents to reinforce at home the instruction their child receives at school.**

Parental and community communication will increase though the use of the following technologies.

- School Connects: a school-to-home communication system for student attendance and other information will be available for the entire 2008-09 school year. Measures to inform parents will occur in written form at the beginning of each school year and during open-house or other school meetings. Components will include:
    - Notification of absences and tardies
    - Notification of emergencies
    - Notification of school events

- E-chalk, a online web portal which allows students and parents to access teacher web pages which include such things as homework notes, classroom resources, assignments and calendars.

- A Parent Portal that allows for parents to monitor students' grades as records within the teacher's electronic grade book, as well as discipline, attendance, transcript information, etc. will be established.

- A district email listserv will be available to facilitate district and school communication with parents and other members of the community.

10. **A description of how programs in your district will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.**

The adult education department of SCSD 7 utilizes technology in the delivery of literacy to adults. Students have access to:

- PLATO - this software is used in our literacy, Pre-GED and GED classes. We also use PLATO in our diploma program for remediation for HSAP.

- Reading Plus - this software is used essentially for our basic or literacy students.

- GED Online - this software is utilized for Pre-GED and GED classes.

- WIN Software - this software is used to enhance literacy skills and to build skills to improve levels in WorkKeys.

- Students in the diploma program are required to use technology in Math classes as well as English/Language Arts classes.

11. **A description of the process and accountability measures that your district will use to evaluate the extent to which the activities in your technology plan, including those activities funded under the E2T2 program, are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and student academic achievement standards.**

A variety of measures will be in place to evaluate the extent to which SCSD7 has been effective in integrating technology into the curricula and instruction.

- Surveys will be conducted to evaluate the extent to which purchased hardware is being used at each site. This will serve as an evaluation of the effectiveness and level of use of each technology. From this annual event, determinations will be made about future purchases.

- Sign-in sheets will document attendance for training in programs currently in use by the district.

- Lesson plans created during district training classes will be housed in grade level content area folders for access by all teachers teaching that content.

- The Follett Destiny library management system will track the use of books and other resources within the school and district.

- An electronic assessment system will provide data to support instructional delivery and curriculum mastery of designated state standards.

12. **A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.**

The following resources will be used to ensure the successful and effective use of technology.

- Electronically delivered materials such as Integrade Pro and Follett Destiny are available for teacher use.

- Surveys of staff and students will be used to determine the current utilization of technologies and what additional resources are needed.

- A schedule for training for all relevant software and hardware applications has been provided along with resources to support implementation.

Appendix 2: Teacher Technology Proficiency Proviso Professional Development Plan

It has been proposed that all teachers be required to take part in an online technology diagnostic and assessment tool called ePortfolio provided by eSchoolware as part of the district's technology proficiency proviso. The SDE has stated that successful implementation of this tool can be used to deem the participant "proficient" in the use of technology by the 2009-10. Additional recertification courses will be added as technologies become available in district schools.

Below is the current Teacher Technology Competencies model.

Teacher Technology Competencies

COMPETENCIES: Essential Knowledge and Skills
The following list includes specific technology competencies for Spartanburg School District 7 staff. For teachers, these are the competencies that must be demonstrated as part of the technology component for the re-certification process. Each of the competencies must be demonstrated to the technology administrators in each building in order to qualify for the technology credits as part of re-certification.

Print this page and use it as a checklist to monitor your mastery of the following technology competencies.

	I	SYSTEM OPERATION SKILLS
	Ia	Start up and shut down computer system and peripherals
	Ib	Identify and use icons, windows, menus and shortcuts on the desktop
	Ic	Select and start an application and create a document
	Id	Name, save, retrieve, revise a document
	Ie	Use printing options to change orientation of a document
	If	Insert and eject a CD-ROM
	Ig	Use the mouse right and left click buttons
	Ih	Copy document from CD-ROM to network drive
	Ii	Create and name/rename subdirectories/folders
	Ij	Save, open, place documents inside subdirectories/folders
	Ik	Open and work with more than one application at a time
	II	BASIC HARDWARE

	IIa	Make backup copies of key applications and documents
	IIb	Use self-help resources to diagnose and correct common hardware/printing problems
	III	**WORD PROCESSING/DESKTOP PUBLISHING**
	IIIa	Enter, edit, cut, copy, paste and move a block of text
	IIIb	Save (and Save As), open and print documents
	IIIc	Change text format and style, set margin, line spacing, tabs
	IIId	Check spelling, grammar, word usage
	IIIe	Create a table
	IIIf	Insert clip art into document
	IV	**INTERNET BROWSER**
	IVa	Type a specific URL on the address line and go to a specific web site
	IVb	Access a "search engine" (i.e., Google, Yahoo, etc.) and find sites related to a specific topic
	IVc	Access and use resources on Internet and World Wide Web
	V	**TELECOMMUNICATIONS**
	Va	Use Electronic Mail (compose, send, retrieve, read, respond)
	Vb	Upload a text file and send as electronic mail
	Vc	Use specialized e-mail lists relevant to professional information needs
	Vd	Read, save, print, reply to, forward electronic mail

Teacher Technology Competencies

DEMONSTRATION TASKS
The following list includes the demonstration tasks associated with specific technology competencies for Spartanburg School District 7 staff. For teachers, these are the competencies that must be demonstrated as part of the technology component for the re-certification process. Each of the competencies must be demonstrated to the technology administrators in each building in order to qualify for the technology credits as part of re-certification.

Print this page and use it as a checklist to monitor your mastery of the following technology competencies.

	I	SYSTEM OPERATION SKILLS
	Ia	Turn on the computer and printer.
	If	Insert the Teacher Technology Proficiency CD-ROM.
	Ih	Copy the document from the CD-ROM to the network drive.
	Ib, Ic	Using the Start Menu, click on a Word Processing program or application (Microsoft Word, Notepad, etc.).
	Id	Type at least two paragraphs of text on the topic of your choice into a new document. Name the document "My Demo" (*do not use quotation marks*) and save it to a floppy diskette.
	Ie	Change the orientation of the document to landscape and then print the document.
	Ib	Minimize the word processing program being used.
	Ii	Create a new folder on the network drive and name it "Computer Proficiency".
	Ij	Copy the test to your network drive.
	Ig, Ii	Using the right mouse button, rename the document on your network drive from "Teacher Technology Proficiencies" to "My Technology Test".
	Ig	Highlight and copy text from a webpage.
	Id	Open the file on the floppy diskette named "Sample One".
	Ig, IIIa	Paste the text into the "Sample One" document.
	Id	Save the document and close the word processing program.
	Ia	Shut down the computer.

	II	**BASIC HARDWARE**
	IIa	Make a back-up copy of a document on the hard drive.
	IIb	Use help in Word and print the help topic.
	III	**WORD PROCESSING/INTRODUCTORY DESKTOP PUBLISHING**
	IIIb	Open Microsoft Word and begin a new document.
	IIIa	Type the text from the assignment sheet onto the document.
	IIIc	Center the title and format the font to bold and 14-point size.
	IIIa	Cut the third paragraph and paste it at the ending of the first paragraph.
	IIIa	Copy the first sentence and paste it as the last sentence of the document.
	IIId	Check the spelling and grammar of the document. Make necessary corrections.
	IIIf	Insert a picture from the Clip Art Gallery into the document.
	IIIe	Insert a table into the document and type in the list five methods to format a document.
	IIIb	Print the document.
	IV	**INTERNET BROWSER**
	IVa	Click on the Internet Browser icon to access the District Homepage.
	IVa	Type in a specific URL on the address line to go to a news or educational site.
	IVb	Access a "search engine" of your choice either by typing in the URL or clicking on the hyperlinks off of the District "Other Links" site.
	IVc	Using the Search Engine, find sites related to a topic from a unit of study in your school.
	V	**TELECOMMUNICATIONS**
	Va	Open your email software application.
	Va, Vd	Compose a new message and send it to a designated person. Send a copy of the message to another designated person.

Additional competencies in other software applications will be added as needed.

Completion of Proficiency Tasks

Proficiency Area	Date	Signature
I System Operation Skills		
II Basic Hardware		
III Word Processing/IDP		
IV Internet Browser		
V Telecommunications		

Appendix 3:   Acceptable Use Policy

Spartanburg County School District No. 7
School Name

Network Acceptable Use Agreement for Students

<u>**Parents Note:**</u> Please read this agreement, and sign the appropriate section on the reverse side.

Spartanburg County School District #7 offers Internet access for students use in virtually every classroom at all our schools. This capability can enhance the educational experience for our students by providing access to a wide variety of resources from around the world. The district utilizes Internet filtering software and hardware to monitor and control access by users in compliance with the Children's Internet Protection Act.

This agreement addresses the privilege of using the Internet on district network systems. From readily available computer workstations in the classroom and the media center, students and teachers can literally connect to millions of computers and people around the globe. This allows easy access to electronic mail, news, information databases, downloadable software, discussion groups, and other electronic resources.

While the Internet is an exciting and powerful educational tool and resource, it must be used responsibly, and only for the purpose of education. Internet access is made available to support instruction by providing access to resources consistent with educational objectives. Every student is permitted to use the Internet on district computers under the following conditions:

<u>Students Agree To:</u>

- Use appropriate language
- Practice proper computer use and observe all security restrictions and guidelines
- Have all network activity logged, recorded, and archived
- Respect all electronic communications and information as private property
- Use technology only for educational purposes as appropriate to school assignments
- Observe copyright laws and policies
- Follow the teacher's instruction of when and/or when not to log into the Internet.

<u>Students Agree Not To:</u>

- Reveal personal information about themselves or others on the Internet
- Use the network in ways that world disrupt its use by others
- Use network computers to create, use or download materials that would not be permissible in district classrooms in any other form; (i.e., obscene, profane, or pornographic materials).
- Use network computers, programs or files without the teacher's permission/approval.
- Delete or alter programs, systems, data or download any type of program without the teacher's permission/approval.
- Deliberately tamper with a computer system.
- Use a computer system to change or alter district records or documents.
- Use district computers for personal, commercial, or political purposes.

Please sign the appropriate section.

Acceptance

Student Acceptance

I understand and agree to abide by this Internet Use Agreement. I understand that any violation of this agreement may lead to Internet access being revoked, and, as appropriate, further disciplinary action.

- **Student Name (Please Print) _____**

- **Student Signature: _____**

Parent or Guardian Acceptance

I have read this Internet use Agreement. I understand that this access is intended for educational purposes only and that Spartanburg County District No. 7 has taken precautions to limit access to controversial material. However, I realize it is impossible for the district and the teacher to guarantee information access or accuracy, or to restrict access to all materials which I might deem inappropriate. I will not hold the district and/or the teacher responsible for materials acquired on the network. Further, I accept responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission for my child to use a school computer for independent Internet navigation.

I understand that teachers or media specialists who are exploring Internet sites with a group of students do not need special permission for that activity if the faculty member is in control of the Internet navigation. A student who is navigating the Internet under the supervision and direction of a faculty member is not independently navigating the Internet, and thus special parental permission is not required.

- **Parent/Guardian Name (Please Print): _____**

- **Parent of Guardian Signature: _____**

[Sign this section only if you do not want your child to have independent Internet access in school.]

Refusal

At this time, I do not grant permission for my child to independently use the Internet at school.

- **Parent/Guardian Name (Please Print): _____**

- **Parent of Guardian Signature: _____**

Appendix 4:   Addressing E-Rate

The district has retained the services of a consultant in order to maximize E-Rate reimbursements for all eligible services and products. Applications for E-Rate reimbursements will continue for telecommunications, networks services, network infrastructure, internal connections, and eligible network software.

2008-09
- E-Rate reimbursement is expected for student email accounts and other eligible services that will be included in the eChalk contract.

Appendix 5: Report on Last Year's Progress toward goals, Objectives, Strategies, Benchmarks, Actions, and Outcomes

Multi-media Classrooms:

Approximately 125 multi-media classrooms were installed through the end of the 2007-08 school year with the expectation that as funds become available, more such classrooms will be added. Components of these 'interactive' classrooms are listed below. Also listed below is a listing of the dates and number of desktops that would have been replaced according to the past Plan.

> **Components (Spring 2008)**
> Ceiling mounted LCD projectors
> Ceiling mounted sound enhancement
> Teacher voice enhancement
> Interactive whiteboards and/or interactive pads
> Digital document camera (optional)
> Interactive voting system (school sets)

Technology Resources:

As the District revises its overall technology plan for the next five years, the needs of individual schools will be considered as technology is purchased and placed in classrooms. The amount of resources put in any one school will be dependent on the expertise of staff in the use of requested equipment or software. Programs which require specific technology may be prioritized in its deployment. The placement of technology of any kind will be preceded by or coincide with comprehensive user training.

Electronic Assessment:

Various electronic assessment system have been reviewed and on such system is currently being piloted a Cleveland Elementary. During the 2008-09 school year, a system will be selected and implementation within the school will begin.

Infrastructure:

- Every Novell server on the network has been upgraded to Netware 6.5 sp5.
- Novell GroupWise has been upgraded to version 7.
- Symantec Internet Security has been upgraded to Version 10 on every server and desktop.
- A Novell Patchlink server has been installed and configured to do automatic software updates on every computer on the network.

- Every network switch has been upgraded to the latest firmware.
- The media center card catalog system has been upgraded and consolidated to a web-based solution (Destiny).
- Improved network traffic filters have been implanted across the WAN.

Professional Development:

Classroom teachers whose classrooms were equipped participated in the in-house multi-media classroom training. Online classes in multi-media classroom equipment have been implemented and made available. Advanced hands-on classes are being offered for the Spring of 2008.

Computer Refresh Plan

Due to the acquisition of over 125 multi-media classrooms during the 2006-07 and 2007-08 school years, the computer refresh program did not reach it goal of replacing all of the equipment that qualified for replacement. All equipment that has been retired from service has been replaced.

Television Broadcast Center

As new television broadcast and delivery standards emerge, an assessment of existing equipment capabilities and future requirements will be used to determine procurement and deployment.

District Telephony Proposal

A need exists for telephony capability in the classroom. Options being considered to deliver classroom telephony are VOIP, integration with exiting analog system, or other emerging technologies (wireless, etc.)   While a proposal for a classroom VOIP system is currently under review, all options for extending telephony services will be reviewed and considered in the context of full implementation of a district-wide VOIP system. Emerging technologies that provide a simpler and more cost effective solution may prove to be better than the current system being studied.